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ABSTRACT

The Opinion Attitude and Interest Survey (OAIS), a multi-dimensional personality and interest inventory, provides 14 scales which furnish information pertinent to the admission and counseling of college bound students. The validity of the Academic Promise Scales and two of the Psychological Adjustment Scales was investigated, as was the independence of the Achiever Personality (AchP) variables from conventional predictors of college grade point average. The instrument was administered in 3 sessions to 161 female freshmen at a private women's college. The validation criteria employed were first semsester grade point averages and a modified form of Davis' Semantic Differential. Analysis revealed a large degree of non-independence of AchP from the cognitive measures of linguistic and quantitative aptitude of the Scholastic Aptitude Test (SAT) and high school average. Little support is provided for the validity of either the Academic Promise Scales or the Psychological Adjustment Scales relative to prediction. It is concluded that the test is not ready for extensive use. (PR)

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THE OAIS: A VALIDITY CHECK

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THE OAIS: A VALIDITY CHECK

The Opinion Attitude and Interest Survey (OAIS) is a multidimensional personality and interest inventory which was specifically designed to provide information pertinent to the admission and counseling of college bound students. There are 14 scales based on empirical keys which reflect no theoretical frame of reference. The scales are grouped into four categories: three academic promise scales, three psychological adjustment scales, five educational-vocational scales, and three response bias scales (Fricke, 1965).

Fricke (1965) has advocated that the most promising scales of the OAIS are the Achiever Personality (Ach P) and the Creative Personality (Cre P) which are in the Academic Promise category. Data in the OAIS Handbook indicated the Ach P is a measure of academic motivation which is relatively independent of ability tests and high school average. When the Ach P was added with other cognitive variables in a regression formula, it accounted for a median increase of 20 percent of the variance in the criterion. The other promising scale of the OAIS, the Cre P, measures attributes associated with creativity (imagination, originality, independence, nonconformity). The scale is supposedly unrelated to aptitude, high school rank, and college performance. Fricke maintains that the Cre P scale may have considerable relevance for identifying students with creative potentialities who might be encouraged to enroll or otherwise participate in creative-type activities.

Although the test has been highly advertised and has been used in numerous colleges and universities, it has become subjected to a great deal of controversy. In review of the OAIS both Crites (1965) and Webster (1965) have

criticized the test for its minimal reliability and validity and lack of theoretical significance. In response to this criticism Fricke (1966) attempts to justify or counter the comments of Crites and Webster; he reiterates his contention that the empirical base on which the test was developed is sound.

Aside from Fricke's numerous research reports, studies testing the validity of the instrument are sparse. Webb (1965) and Donnan (1968) found minimal support for the Academic Promise, the Psychological Adjustment and the Educational-Vocational Scales of the OAIS. Although in both of these studies the Ach P predicted achievement as well as aptitude measures, it did not contribute appreciably to the variance in the criterion when combined with other cognitive variables. Sorensen (1968) reported that the adjustment scales did not discriminate well between counselees with problems classified as emotional and counselees whose problems are in the educational-vocational area. In a more recent study, Graff (In Press) found little support for the Academic Promise Scales and minimal support for the Psychological Adjustment Scales of the OAIS. These studies, plus the critical reviews mandate that further research be done testing the validity of the OAIS and substantiating its worth. The present study was concerned with examining the validity of the Academic Promise Scales (Achiever Personality, Intellectual Quality and Creative Personality) and two of the Psychological Adjustment Scales (Emotional Adjustment and Social Adjustment) of the OAIS. A particular interest of this study was the assumption of independence between the Ach P variable and conventional predictors of college grade point average.

METHOD

The Subjects (Ss) consisted of the total population of resident hall freshmen (N = 161 females) at a private single-sex college in Western New

York. The OAIS was administered to the Ss in three testing sessions during orientation week in the fall semester of 1967. In the validation of the Achiever Personality (Ach P) and Intellectual Quality Scales (Int Q), grade point average for first semester was used. A modified form of Davis' (1965) semantic differential consisting of three dimensions (creativity, popularity, and anxiety) was used respectively as criterion measures for the Creative Personality (Cre P), Social Adjustment (Soc A), and Emotional Adjustment (Emot A). Each dimension contained three or four items which were measures of opposite personality traits. Each item was rated on a five point bipolar scale. At the conclusion of the semester each S was rated on the semantic differential by the resident counselor on the floor section where the S resided. Each floor section had 12 to 15 residents; consequently, the resident counselor had fairly close relationship with each S.

RESULTS

The intercorrelation matrix found in Table I indicates the relationships among achievement test scores, high school grade point average, and selected scales of the OAIS.

Insert Table I about here

The relationship between Ach P and cognitive measures of linguistic (SAT-V) and quantitative (SAT-M) aptitude and high school average indicated a positive relationship between the Ach P and each of these three variables ($r = .55$; $r = .23$; $r = .75$). Because of the high relationship found among these variables, the independence assumption purported by Fricke concerning Ach P is questionable.

In an effort to examine the validity of the Ach P and to further investigate the assumption of the independence of Ach P with respect to other predictors of achievement, the multiple linear regression technique (Kelley, Beggs, and McNeil, 1969) was employed. The dependent variable used in this analysis was college grade point average. The results of the analysis are reported in Table II.

Insert Table II about here

The data clearly indicate that the Ach P variable (#4) is not independent of the conventional variables: SAT - V (#1), SAT - M (#2), High School Average (#3), $F = 0.29$, p .5907). The addition of the Ach P variable and the Intellectual Efficiency variable (#5) did not significantly ($P > .01$) improve on the proportion of variance accounted for ($R^2_{1,2,3} = .4544$; $R^2_{1,2,3,4,5} = .4846$). It is interesting to note that each of the Psychological Adjustment Scales (Variables 6, 7, and 8) accounted for more additional variance than did the two Academic Promise Scales together. The results indicate that the Psychological Adjustment Scales in combination with variables 1, 2, and 3 are more relevant in the prediction of Grade Point Average ($R^2 = .5163$, $R^2 = .5173$) than are the two Academic Promise Scales ($R^2 = .4555$; $R^2 = .4842$). Since the Academic Promise Scales are highly intercorrelated with the conventional predictors, they do not contribute appreciably to the variance in the criterion when combined with the usual predictors of scholastic aptitude and high school achievement.

The second phase of this study dealt with the relationship of the Cre P, and the Psychological Adjustment variables (Soc A and Emot A) with each of the three dimensions defined by Davis' Semantic Differential. The intercorrelations

are reported in Table III. There is a very small relationship between each of the three Psychological Adjustment variables and each of the three dimensions

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Insert Table III about here

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of Davis. Special note should be made of the similarity in relationships that exist for each of the Psychological Adjustment Scales and each item on the semantic differential. These results indicate that the Psychological Adjustment Variables seems to be assessing similar traits. Likewise, the degree of relationship between the Cre P and the variables on the Davis dimension is quite minimal.

Summary

In an effort to support the validity of the OAIS, evidence was collected for the Academic Promise Scales and the Psychological Adjustment Scales. In terms of the criteria employed, first semester grade point average and Davis' Semantic Differential, the results provide little support for the validity of either the Academic Promise Scales or the Psychological Adjustment Scales relative to prediction. The present research, plus previous studies seems to reinforce Crites and Webster's review that the test "is not ready for use in either vocational-educational counseling or in academic selection."

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Table 1

Intercorrelations of OAIS Scores, SAT-V Scores, SAT-M Scores, HSA and College GPA after One Semester

Variables	1	2	3	4	5	6	7	8	9
1. SAT-V		.55	.83	.55	.86	.69	.58	.55	.59
2. SAT-M			.46	.23	.42	.27	.26	.24	.49
3. High School Average				.75	.81	.72	.84	.71	.64
4. Achiever Personality					.55	.50	.70	.65	.47
5. Intellectual Efficiency						.75	.63	.58	.46
6. Creative Personality							.67	.29	
7. Social Adjustment								.39	
8. Emotional Adjustment									.26
9. Grade Point Average									

$p < .01$

Table II

Proportion of Variance Accounted For Using Selected Variables to Predict College Grade Point Average

Dependent Variable*	Independent Variables*	R^2	F**	Probability
9	1,2,3	.4544		
9	1,2,3,4	.4555	0.29	.5907
9	1,2,3,5	.4842	8.95	.0032
9	1,2,3,4,5	.4846	4.50	.0125
9	1,2,3,6	.5163	19.83	.0000
9	1,2,3,7	.4934	11.92	.0007
9	1,2,3,8	.5173	20.18	.0000

*Variables

1: SAT-V
2: SAT-M
3: High School Average
4: Achiever Personality
5: Intellectual Efficiency
6: Creative Personality
7: Social Adjustment
8: Emotional Adjustment
9: Grade Point Average

**All comparisons made with R^2 = .4544--variables 1 + 2 + 3

Table III

Intercorrelations of the Creative Personality, Emotional Adjustment and Social Adjustment Scales of the OAIS and Three Dimensions of the Davis Semantic Differential

	Creative Personality	Social Adjustment	Emotional Adjustment
Creativity			
Self Directing	- .01	.02	- .03
Shows Originality	- .17	- .14	- .19
Imaginative	.07	.10	.04
Independent	.11	.06	.06
Popularity			
Pleasant	.09	.09	.05
Affable	- .09	- .10	- .03
Active	.18	.11	.17
Works with others	- .08	.00	- .01
Liked by peers	- .09	- .12	- .11
Anxiety			
Calm	.08	- .03	.00
Stable	- .06	- .09	- .07
Need for Reassurance	- .17	- .06	- .15
Worries	- .01	- .11	- .02
Happy	.04	.01	.00

$P < .01$